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ABSTRACT

This booklet is intended to aid school administrators and teachers in their curriculum development efforts in response to Oregon law requiring instruction in specific aspects of ethics and morality. Suggested activities are presented that emphasize instruction specified in the law. By each suggested activity is a check mark indicating which concepts are taught and symbols that denote the audience for whom the activity is applicable. (MLF)

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ETHICS AND MORALITY

Suggested Activities for Instruction as Required By ORS 336.067

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EA 011 167

Ethics and Morality

Suggested Activities for Instruction
As Required By ORS 336.067

Summer 1978

Oregon Department of Education
Salem, Oregon

STATEMENT OF ASSURANCE

Oregon Department of Education

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INTRODUCTION

ORS 336.240 requiring instruction in ethics and morality, including the already codified issue of humane treatment of animals, was signed into law by Governor I. L. Patterson, March 5, 1929. To this was added in 1957 a section covering instruction about alcohol and narcotics.

The law underwent minor rewording and was renumbered as ORS 336.067 in 1965, while 1975 brought instruction about the effects of tobacco, and respect for all humans.

Today the law reads:

> 336.067 Instruction in ethics and morality. In public schools special emphasis shall be given to instruction in:
>
> (a) Honesty, morality, courtesy, obedience to law, respect for the national flag, the Constitution of the United States and the Constitution of the State of Oregon, respect for parents and the home, the dignity and necessity of honest labor and other lessons which tend to promote and develop an upright and desirable citizenry.
>
> (b) Respect for all humans, regardless of race, color, creed, national origin, religion, age, sex and handicaps. Acknowledgment of the dignity and worth of individuals and groups and their participative roles in society.
>
> (c) Humane treatment of animals.
>
> (d) The effects of tobacco, alcohol and narcotics upon the human system.
>
> (2) The Superintendent of Public Instruction shall prepare an outline with suggestions which will best accomplish the purpose of this section and shall incorporate the outline in the courses of study for all public schools.
> (Formerly 336.240; 1975 c. 531 s. 1)

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While ORS 336.067 requires instruction in specific aspects of ethics and morality, the mandate does not *limit* what can be taught. Schools should work with their communities to reach a consensus about additional concepts they hope their youngsters will acquire.

PURPOSE OF THIS BOOKLET

Ethics and Morality has been developed in response to Section 1, paragraph (2) of ORS 336.067. Suggested activities are presented which emphasize instruction specified in the law. School administrators and teachers may use this booklet as an aid in their curriculum development efforts, and all or any part of this booklet *may* be reproduced.

CONCEPTS MENTIONED IN THE LAW

Aspects of ethics and morality presented in the law are described below, accompanied by suggested program goals.

Honesty

Honesty is the state or quality of being truthful. An honest individual refrains from lying, cheating or stealing. An honest individual is truthful, trustworthy, sincere, fair and straightforward in relationships with others.

Program Goal: The student will understand the importance of being truthful and just in relationships with others.

Morality
Morality is a system of principles (or a code) of right and wrong conduct, actual or idealized, as in democratic morality, Christian morality, etc.

Program Goal: The student will understand and apply principles of right conduct.

Courtesy
Courtesy is respect for and consideration of others.

Program Goal: The student will be able to show consideration for the comfort and feelings of others.

Obedience to law
Laws and rules are necessary for people to function in an orderly society. Obedience to law involves acceptable individual behavior which is interpreted through the laws and rules approved by the group.

Program Goal: The student will understand why citizens should abide by the rules and laws of society.

Respect for the national flag
Students should learn how our national heritage is symbolized in the national flag, they should know the pledge of allegiance to the flag and should learn the accepted ways of displaying and handling the flag.

Program Goal: The student will understand the principles of freedom and duty symbolized by the flag.

The Constitution of the United States and the Constitution of the State of Oregon
Students should understand the content of these documents, how they developed historically and how they function in our society to guarantee individual rights and freedom.

Program Goal: The student will know the principles and procedures embodied in the basic laws of the nation and state, will understand that the national and state constitutions are guarantors of freedom and civil justice and are the base for representative self-government.

2 **Respect for parents and the home**
Although there are various *types* of families in society, the family remains the basic social unit. Students should understand and appreciate family loyalty as a basic social principle.

Program Goal: The student will understand the need for loyalty and personal responsibility to family members.

The dignity and necessity of honest labor
Students should learn the importance of setting and striving toward individual goals as they achieve knowledge and acquire various skills in school. An awareness of the different kinds of jobs and their accompanying responsibilities should be taught, along with specific job-related skills.

Program Goal: The student will be industrious and self-reliant and respect the dignity (and worth) of honest and productive labor.

Respect for all humans regardless of race, color, creed, national origin, age, sex or handicaps. Acknowledgment of the dignity and worth of individuals and groups and their participative roles in society.
Students of differing ethnic groups, religious and cultural backgrounds, and diverse abilities should be encouraged to work cooperatively together to accomplish common goals. Other cultures are studied, as well as the problems unique to special groups.

Program Goal: The student will respect the dignity and worth of all humans.

Humane treatment of animals
Students should develop an appreciation for all animal life.

Program Goal: The student will respect all forms of animal life and will understand the ethical code of the scientific community regarding treatment of experimental animals.

The effects of tobacco, alcohol, and narcotics upon the human system
Students should learn the effects of tobacco, alcohol and narcotics upon the human system, and learn negative effects of the abuse of drugs.

Program Goal: The student will understand the effects of tobacco, alcohol and narcotics on the human body and the consequences of choosing to use or not use such substances.

THE EDUCATOR'S ROLE

Children develop their sense of ethics and morality by observing adults in their environment. Educators exert a tremendous influence on youngsters—they can help students be honest by being honest with them; they can help students learn courtesy by being courteous to them.

IF . . .

If a child lives with criticism, he learns to condemn.
If a child lives with hostility, he learns to fight.
If a child lives with fears, he learns to be apprehensive.
If a child lives with pity, he learns to feel sorry for himself.
If a child lives with jealousy, he learns to feel guilty.
If a child lives with encouragement, he learns to be confident.
If a child lives with tolerance, he learns to be patient.
If a child lives with praise, he learns to be appreciative.
If a child lives with acceptance, he learns to love.
If a child lives with approval, he learns to like himself.
If a child lives with recognition, he learns to have a goal.
If a child lives with fairness, he learns what justice is.
If a child lives with honesty, he learns what truth is.
If a child lives with security, he learns to have faith in himself and in those about him.
If a child lives with friendliness, he learns that the world is a good place in which to live.*

Instruction in ethics and morality should permeate the entire instructional program. Responsibility cannot lie with a particular teacher; each educator must constantly be alert to the implications in discipline.

To determine whether a district is meeting the intent of ORS 336.067, that district's superintendent could appoint a committee to consider how each aspect of the law is dealt with in the instructional program. The committee should consist of persons from administration, school staff, parents, students and community groups.

RELATED RESOURCES

Materials which address particular sections of this law have been distributed to schools by the Department of Education. *Alcohol Studies for Oregon Public Schools* was published and distributed in 1955 and again in 1963, while *Toward Responsible Drug Education* guides were distributed to all schools in 1970. Both in 1965 and 1974 "You and the Law" materials were distributed to all sixth grade teachers, to help instruct students in their relationship with our legal system.

Career education materials stressing the dignity of labor (along with other concepts) have been distributed periodically by the Career Education Section of the Department of Education. Flag etiquette booklets and copies of the Oregon and U.S. Constitutions have been sent to schools on a number of occasions.**

*Wallis, Charles L., ed., *The Treasure Chest*. New York: Harper and Row, 1965, page 54.

**Contact the Documents Clerk, Department of Education, for materials.

Teachers can use a variety of additional materials and experiences to stimulate discussion with students. Any of the following might be considered:

Problem solving: select situations, either fictional or based on real life experiences
Films, filmstrips, pictures, and videotapes
Sound tapes and phonograph records
Case studies
Media including radio, television, newspapers and motion pictures

SUGGESTED ACTIVITIES

The following pages present activities that may be used to help meet the intent of ORS 336.067. Please note that the list is a sampling of ideas; administrators, teachers, parents and students may suggest other activities to serve local interests and needs.

Honesty	Morality	Courtesy	Obedience to Law	Respect for the National Flag	The Constitution of the U.S.	The Constitution of Oregon	Respect for Parents and the Home	Dignity and Necessity of Labor	Respect for All Humans	Dignity and Worth	Humane Treatment of Animals	Effects of Tobacco, Alcohol & Narcotics		
●													Adults working with children should acknowledge their mistakes to students and admit to students that they do not have all the answers.	EP SP A
●		●											Use current events materials which illustrate the consequences of antisocial behavior. Discuss the probable effects of these acts on the lives of the individuals involved.	K-12
●	●								●	●			Stress the concept of the Golden Rule to students as they interact with others in school and classroom activities.	A
●	●								●	●			Have students discuss the statement, "Man has learned to split the mighty atom but has never learned to break a prejudice." List ways students and teachers can help eliminate race and class prejudice and prejudice toward those who are different from oneself. Initiate means of follow-through.	K-12
●	●							●	●	●			Develop a student buddy system or tutoring system where able students are assigned to help those students who are educationally disadvantaged or physically or mentally handicapped.	K-12 EP SP
●	●							●	●	●			Take advantage of many opportunities in the curriculum where students can work together in heterogeneous groups; focus on human relations skills, leadership and teamwork skills.	K-12 EP SP

Symbols in last column

K-3	Primary Teachers
4-6	Intermediate Teachers
7-9	Junior High School Teachers
10-12	Senior High School Teachers
C	Counselors
EP	Elementary School Principals
SP	Secondary School Principals
S	Superintendents
M	Media Coordinators
A	All of the above plus students

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●	●	●	●					●	●	●		●	Invite a senior citizen as a guest speaker to talk with students about changing laws, how courtesy was taught to them when they were young, conditions and activities for senior citizens, the history of prohibition as they recall it, etc.	K-12
●	●	●							●	●			Organize inservice and preservice education programs concerned with improving intergroup human relations, increasing teacher awareness of the histories and cultures of minority groups.	A
		●											Have periodic sharing circles where students can take turns telling their stories without interruption.	K-6
		●											Have students develop a dining etiquette handbook. They might interview a number of people in school. The book might be used for special events such as school banquets.	K-12
	●	●	●										Through a student council, or in a classroom, encourage student participation in developing school rules and policy, thus obtaining more student commitment.	A
		●	●										Conduct a class discussion on the topic, "What Our Community Would Be Like Without Laws."	K-12
			●										Invite a policeman, attorney or judge to talk with students about their relationships with the law. Students might list those laws which they encounter in their lives.	K-12
			●										Use "You and the Law Topic Kit" to help develop a legal education program for grade 6 or for the intermediate grades.	EP 4-6
			●										Arrange for the students to spend a day in court. Sometimes students are allowed to discuss proceedings with the judge before the court session and ask questions of the judge after the session adjourns.	7-12

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			●		●	●								Use case studies which relate legal decisions to the U.S. and Oregon Constitutions. For a "Bibliography of Law Related Curriculum Materials: Annotated" including case studies and other materials, write to the Special Committee on Youth Education for Citizenship, American Bar Association, American Bar Center, 1155 East 60th Street, Chicago, IL 60637.	7-12
			●											Invite a store manager to talk to the class about shoplifting. Information students might gather include: What action the store takes when thief is caught. How the store or local laws define shoplifting. A description of some cases. Why people shoplift. Statistics on shoplifting in the store, the state, the nation. The estimated cost to the consumer. How the cost of shoplifting is covered.	1-12
			●		●	●								Have students research the individual rights of citizens in several foreign countries with different political systems and compare those with the rights of American citizens.	7-12
			●		●	●								Have students make posters about the American democratic society by finding pictures or drawing pictures which illustrate our various individual rights and placing a caption under each picture of the rights which it represents.	K-9
				●										Discuss with students the importance of the flag and the role the flag plays in national unity.	K-12
				●										Read and discuss the story of Betsy Ross making the flag; review the significance of the flag's colors and patterns.	K-9
				●										Study the evolution of the flag as it changed from 13 to 50 stars.	K-12
				●										Study and sing the "Star Spangled Banner"; review the story of its composition; discuss the meaning of its phrases.	K-12

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			●										Study the story and significance of historic flag raisings such as those at Iwo Jima, the South Pole, the moon, etc.	K-12
			●										Discuss with students the significance of the "pledge" to the flag. Have students learn the meaning of the words to the degree that they can paraphrase the pledge.	K-12
			●										Have students make their own flag etiquette manual following a study of the flag.	4-6
			●										Conduct periodic flag raising ceremonies—when a new flag is purchased or on a special flag day such as Veteran's Day or other days of historic/patriotic significance.	A
				●	●								Help students examine and understand the origin and development of the U.S. Constitution. Involve students in learning activities which exercise their rights under the constitution, such as writing letters to government representatives.	10-12
				●	●								Include the study of the Oregon and U.S. Constitutions in appropriate social studies-citizenship classes. (E.g., fourth graders might study the historic development of the Oregon Constitution, a secondary course covering state and local government might include certain concepts of the U.S. Constitution such as "public meetings.")	4-12 EP SP
				●	●								Establish a district policy regarding student government in the schools based on a written constitution.	A
				●	●								Establish a constitutional form of student government within the school setting.	A
				●	●								Arrange with county and city officials for students to participate in voter registration and election activities.	4-12
				●	●								Develop a classroom constitution (i.e., a system of written rules on which the classroom is governed) to define or clarify the concept "Constitution." Relate the concept to the written documents upon which the state and nation are governed.	K-9

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					●								Have students look up the first ten amendments to the U.S. Constitution, list the provision of each and discuss how each one has been important in American life.	7-12
							●						While studying families, compare the families of different cultures. List their similarities and differences. Discuss the different family structures in American society (e.g., one-parent family) with older children.	K-12
							●						Discuss the difference between a house and a home.	K-9
							●						Organize a panel of 3-5 parents to discuss with students the home as the basic unit of our society. Discuss the contributions the home makes to the total development of individuals.	7-12
							●						Describe a typical problem or conflict which parents have in the discipline of their teenagers. Have students propose practical solutions to the problem.	4-12
								●					Provide an awareness program (grades K-6), an exploratory program (grades 7-10), and a work experience program (grades 11-12) to help students prepare for the world of work.	K-12 EP SP S/C
							●	●					Make an inventory of the different jobs (occupations) held by adults with whom the children are acquainted. Have them gather information regarding the nature of these jobs and how they contribute to society.	K-9
								●					Organize a school tour day when community members tour the classrooms and explain their jobs to students.	K-12
								●					Excuse students for one day during the school year to attend work with a parent or close friend to become acquainted with that person's work or occupation, and become aware of other occupations around which that person is working.	4-12

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							●						Have students identify the various kinds of jobs they observe while on a field trip. Discuss the responsibilities and contributions of each to our society.	K-9
							●						Invite one or more personnel managers or supervisors to talk with students on the topic, "The characteristics of our best employees." Have students list those characteristics employers mention. Determine if common characteristics are reported by different employers.	4-12
								●					Help students understand the human behavior which influences the development of self-concept and how this relates to respect for all humans, regardless of race, color, creed, national origin, religion, age, sex or handicaps. Activity: Ask students to report findings resulting from TV viewing or other activities which seem to categorize people into various groups.	7-9 10-12
								●	●				On special days such as Christmas, Halloween, and Valentine's Day have students develop special artistic, dramatic and musical presentations for golden age clubs and homes for the elderly or handicapped.	K-12
								●	●				Plan classroom activities that expose students to the cultures of societies other than their own.	K-12
								●	●				When studying nutrition, compare the diets of different ethnic groups and of different cultures.	K-12
								●	●				Celebrate a Mexican Christmas by making a pinata and using it in a traditional Mexican ceremony. Discuss and study foreign customs in other holiday celebrations.	K-12
										●			Participate in the annual Oregon Humane Society Poster Contest.	K-6
										●			Study the treatment and care of animals at an animal hospital. If possible, arrange a field trip to such a clinic. Discuss how the treatment given animals differs from the treatment given humans in a hospital.	K-9

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											●		Have students study animal protective shelters. Ask them to gather information regarding the number of animals a shelter cares for in a year; the reasons animals are taken to the shelter; the kinds of animals the shelter will accept; how the money for operating the shelter is obtained; what the animal shelter costs are; other information in which students are interested.	4-9
											●		Use the services of local humane societies and the Oregon Humane Society for acquiring the names of appropriate resource people, pamphlets, periodicals, etc. (Oregon Humane Society, PO Box 11364, Portland, OR 97211.)	K-12
											●		Take students on field trips where they can observe animals in zoos, farm animals, etc., and see how animals are cared for. Study and discuss the care of farm animals.	K-6
											●		Study and discuss the care of pets.	K-6
											●		Give students the responsibility for caring for animals in the classroom or at other school settings.	K-9
												●	Have students discuss the conflicting attitudes about various drugs which are prevalent among different groups in this country.	4-12
												●	Assign students individually to gather information about different drugs for a classroom chart. Include the name of the drug, its classification and derivation, effect on the human system, how the drug is introduced into the body.	4-12
												●	Have students list the possible physical, psychological, social and economic effects which drug dependency might have on the individual and the family.	4-12
												●	Have students prepare papers on such topics as: How smoking affects the human body How alcohol affects the human body My views on the treatment of drug abusers How the abuser can be returned to health	K-12

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												●	Have students prepare lists of helpful and harmful drugs. Discuss how helpful drugs can become harmful.	K-12	
												●	Have students prepare a program for a PTA meeting or an assembly on drug usage, hazards, benefits.	K-12	
												●	Have students prepare guidelines for using drugs and medications safely.	4-12	
												●	After describing a series of circumstances or examples of drug use, have students determine which are proper use and which represent misuse.	4-12	
												●	Have students discuss how they would react if the driver of an automobile in which they were to ride had been using drugs.	4-12	
												●	Ask a resource speaker from an insurance company to talk to students about the effects of tobacco, alcohol and narcotics on life expectancy; the relationships of various kinds of insurance costs (e.g., automobile, life) to the habitual use of tobacco, alcohol and narcotics.	4-12	
												●	Study centers for the treatment of drug addiction, alcoholism, smoking. Consider field trips to centers, resource persons from centers, media and written materials from and about the centers.	4-12	
												●	Have students assume the role of parents and write a paper on "How I would feel if my child were using drugs."	4-12	
												●	Discuss with the students the various processes and influences which tend to form individual attitudes toward drugs. Consider such factors as psychological needs, social needs, family, school, peer groups, church.	4-12	

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												●	Discuss with students instances when an individual might be susceptible to using drugs as a solution to a problem (e.g., depression, boredom, curiosity, peer pressure, family disruption, anxiety, physical discomfort).	4-12
												●	Study Alcoholics Anonymous through a resource speaker, written materials describing the organization and/or interviews with AA personnel to determine why the program is effective, the availability of chapters and services, the number of alcoholics participating, etc.	4-12
												●	Have students research and explain the reasons that society is concerned about the abuse of drugs affecting the central nervous system.	4-12
												●	Have students research the laws on drug use and sale with emphasis on changes in recent years. Discuss the reasons for changes (e.g., laws on alcoholic beverages, tobacco, marijuana).	4-12
●	●	●	●	●	●	●	●	●	●	●	●	●	Insure that goals of instruction related to 336.067 be included in appropriate areas of study throughout the curriculum and that these goals are reflected in the district goals.	S EP SP
●	●	●	●	●	●	●	●	●	●	●	●	●	Place several classroom teachers, representative of various areas of study and grade levels, on an extended contract to prepare a guide for district teachers when teaching the various aspects of ORS 336.067.	S
●	●	●	●	●	●	●	●	●	●	●	●	●	Develop an up-to-date bibliography or listing of resource books, pamphlets, periodicals, films, filmstrips, audiotapes, and videotapes relative to the requirements of ORS 336.067 for all educators in the district.	M
●	●	●	●				●			●	●		Organize and provide inservice for teachers/parents on the use of instructional materials.	K-12 S EP SP

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●	●	●	●	●	●	●	●	●	●	●	●	●	Develop a listing of resource persons including local people such as law enforcement officers, lawyers, judges, psychologists, clergymen and other interested and qualified citizens, which teachers may call on to talk with students regarding aspects of ORS 336.067.	M
●	●	●	●	●	●	●	●	●	●	●	●	●	Invite outside resource people to talk with students about various aspects of ORS 336.067 (i.e., a policeman to talk about the law; a speaker from the American Legion to talk about the flag; someone from the Humane Society to talk about humane treatment of animals; a minister to talk about honesty and morality; a panel of parents to talk about the dignity of honest labor).	K-12
●	●	●	●				●						Develop guidelines for building principals for improving and maintaining a strong school-home relations program through improved communications, teacher–parent cooperation, etc.	S EP SP
●	●	●	●	●	●	●	●	●	●	●	●	●	Evaluate the effectiveness of instruction in the areas specified in ORS 336.067.	A
●	●	●	●	●	●	●	●	●	●	●	●	●	Research the school district community to determine the predominant views on moral-ethical education, particularly those areas specified in ORS 336.067. The research might be based on a system of interviews and questionnaires.	A
●	●	●	●	●	●	●	●	●	●	●	●	●	Appoint an advisory committee from the parents of the school. Ask this committee to study ORS 336.067 and recommend instructional activities to the school faculty for achieving the various aspects of the law.	EP SP
●	●	●					●		●	●			Conduct parent study groups to help parents resolve problems of child rearing (e.g., PTA).	EP SP C
●	●	●	●	●	●	●	●	●	●	●	●	●	Schedule and organize parent meetings such as PTA meetings and coffee hours on various aspects of ORS 336.067. Promote an awareness of the law and discuss with parents what the home can do to support the efforts of the school.	EP SP

Symbols in last column

K-3	Primary Teachers
4-6	Intermediate Teachers
7-9	Junior High School Teachers
10-12	Senior High School Teachers
C	Counselors
EP	Elementary School Principals
SP	Secondary School Principals
S	Superintendants
M	Media Coordinators
A	All of the above plus students

Honesty	Morality	Courtesy	Obedience to Law	Respect for the National Flag	The Constitution of the U.S.	The Constitution of Oregon	Respect for Parents and the Home	Dignity and Necessity of Labor	Respect for All Humans	Dignity and Worth	Humane Treatment of Animals	Effects of Tobacco, Alcohol & Narcotics		
●	●	●	●	●	●	●	●	●	●	●	●	●	In schools with minority students enrolled, ask a representative committee of parents of these students to study the requirements of ORS 336.067 and recommend a number of school and classroom instructional activities for the achievement of the law's intent.	A
●	●	●	●	●	●	●	●	●	●	●	●	●	Provide inservice for teachers district-wide, at the grade, department or building levels, which help teachers find solutions to problems of lack of time, placement of priorities, teaching techniques, specific materials and their use, to help them infuse moral-ethic education into the curriculum.	S SP C M EP
			●	●	●	●		●	●	●	●		Send reminders to teachers and principals regarding the observance of special days such as flag day, constitution day, citizenship day, etc.	C S

Symbols in last column

K-3	Primary Teachers
4-6	Intermediate Teachers
7-9	Junior High School Teachers
10-12	Senior High School Teachers
C	Counselors
EP	Elementary School Principals
SP	Secondary School Principals
S	Superintendents
M	Media Coordinators
A	All of the above plus students

APPENDIX

Related Publications Available Through the Department of Education or Other Agencies

Related Agencies and Projects

Publications Printed and/or Distributed to Oregon Public Schools
by the Department of Education or Other Agencies
which relate to carrying out the intent of ORS 336.067

Career Education in Oregon: A Statement on Improving Vocational Education, ODE, 1970.*

Dignity and Worth: A Statement on Improving Education for Disadvantaged Individuals, ODE, 1970.*

Elementary-Secondary Guide for Oregon Schools, Parts I and II, ODE 1977.*

Government in Oregon: A Resource on State and Local Government, ODE, 1976.*

Oregon Blue Book: Office of the Secretary of State, published biennially.

Personal Finance Education Guide: ODE, 1974.*

Self Understanding Through Occupational Exploration: ODE, 1967.*

Veteran's Day Ceremonies (and flag etiquette booklet): Veteran's Administration.

The following publications are no longer available for distribution. However, copies may be available through school district and education service districts:

- *Alcohol Education in Oregon Public Schools*, ODE 1963
- *Elementary-Secondary Guide for Oregon Schools*: Prepublication Draft, ODE, 1975
- *Our Living American Heritage*: A Resource Unit for Teachers, ODE, 1963
- *Toward Responsible Drug Education*: ODE, 1970
- *You and the Law*: A Topic Kit for Sixth Grade Teachers, The Oregon Council on Crime and Delinquency and other Agencies, 1977

*Available through the Documents Clerk, Oregon Department of Education (ODE)

Related Agencies and Projects

Agency for Instructional Television
Box A
Bloomington, IN 47401

The Humane Society of the United States
2100 L Street NW
Washington, DC 20037

Moral Education and Research Foundation
Harvard University
Cambridge, MA 02138

National Council for the Social Studies
1201 Sixteenth Street NW
Washington, DC 20036

Oregon Humane Society
1067 NE Columbia Boulevard
PO Box 11364
Portland, OR 97211

Phi Delta Kappa
8th and Union
Bloomington, IN 47401

Social Science Education Consortium, Inc.
855 Broadway
Boulder, CO 80302

Social Studies Curriculum Center
Carnegie Mellon University
Pittsburg, PA 15213

Special Committee on Youth Education for Citzenship
American Bar Association
American Bar Center
1155 East 60th Street
Chicago, IL 60637